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TEXAS ADULT MIGRANT EDUCATION. PROGRESS REPORT.

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THE TEXAS OFFICE OF OPPORTUNITY HAS DEVISED A PROGRAM TO MEET THE EDUCATIONAL PROBLEMS OF THE MIGRANT LABORER. BASIC EDUCATION PROVIDES READING, WRITING, AND ENGLISH INSTRUCTION, CITIZENSHIP AND SAFETY EDUCATION, OCCUPATIONAL ORIENTATION, AND GUIDANCE AND COUNSELING PROGRAMS. HOMEMAKING EDUCATION INCLUDES NUTRITION, CHILD GUIDANCE AND DEVELOPMENT, SANITATION, HOME MANAGEMENT AND CLOTHING. OCCUPATIONAL TRAINING FOR JOBS SUCH AS APPLIANCE AND MECHANICAL REPAIRING, FOOD SERVICE, AND IN BUILDING AND METAL TRADES IS PROVIDED. AN ADVISORY COMMITTEE COMPOSED OF MIGRANTS, REPRESENTATIVES FROM OCCUPATIONAL GROUPS, AND EDUCATORS PROVIDES PROGRAM GUIDES. PRESENT PROBLEMS INCLUDE RECRUITING QUALIFIED TEACHERS, PROVIDING TEACHING MATERIALS AND AIDES, SOLVING CONTROVERSIES OVER PAYING OF STIPENDS, AND MEETING EDUCATIONAL NEEDS OF NON MIGRANTS. THE PROGRAM HAS GENERATED MUCH ENTHUSIASM AND CREATED A POSITIVE HOME LEARNING ATMOSPHERE FOR MIGRANT CHILDREN, REVEALED IN THEIR HIGHER RATE OF SCHOOL ATTENDANCE. TEACHERS HAVE EXPRESSED GREAT SATISFACTION WITH THEIR CLASSES AND A GREATER SOCIAL CONSCIOUSNESS OF THE MIGRANT PROBLEMS AS WELL AS GREATER COMMUNITY PARTICIPATION HAS DEVELOPED. (PT)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TEXAS ADULT MIGRANT EDUCATION

PROGRESS REPORT

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Texas has the largest home-based migrant labor force in the United States. Research revealed that Texas has more than 127,000 persons classified as migrant farm laborers. Of this total, 83,926 are home-based in 78 Texas counties with the heaviest concentration of migrant (24,753) in Hidalgo County.

The increase in farm mechanization has forced the migrant to travel greater distances and to work shorter periods. The use of mechanized farm machinery has been so extended over the last few years that it has become a national problem as it affects the livelihood of thousands of migrants who depend on farm labor for family income. The educational problems of adult migrant workers are:

- They have a low basic level education, with many thousands of them having no education at all.
- The majority have language problems, with approximately 95% of the migrant workers in Texas being of Mexican descent.
- They are in the low economic level, with wages earned by migrants averaging less than $1,000 annually.
- They have very limited knowledge and skills, possess no knowledge and skills required in service and industrial jobs.
- They have limited homemaking knowledge and skills relating to good health practices, which in turn, contribute to poor health, unsanitary home conditions, lack of knowledge of nutrition, lack of knowledge of child rearing, and home care of the sick.

Based on the above data, the Texas Office of Economic Opportunity submitted a proposal to the United States Office of Economic Opportunity to educate and train 3,000 adult migrants in Texas, with the Texas Education Agency being the administering agency.

The objectives of the Texas Office of Economic Opportunity proposed program were to provide (1) Basic and Fundamental Education, (2) Homemaking Education, and (3) Occupational Training.

Basic and Fundamental Education is planned to be organized and conducted for all trainees that have not completed the eighth grade during the first three months of the program. There are three levels of instruction in this part of the program.

1. Basic level for trainees who have no education or only a first, second, or third grade level of education.
2. Intermediate level for trainees who have completed the third grade but have not completed the sixth grade.
3. Upper level for trainees who have completed the sixth grade but have not completed the eighth grade.

The length of instruction for each level is 120 hours, or a different length as need is evidenced during the time the program is conducted. The total over-all length of basic and fundamental education will not exceed 360 hours of instruction.

The content of the basic and fundamental education program used in teaching the adult migrants to read, write and speak the English language and in teaching arithmetic will consist of valuable knowledge needed by the migrants:

- Citizenship education, including the legal responsibilities and rights of citizens in the community, State and nation.
- Safety education, including traffic regulation, first aid, fire prevention, accident prevention and other subjects related to safety.
- Guidance and counseling is provided as a part of the basic and fundamental education.
- Occupational orientation is a planned part of the instruction, such as good work habits, job attitudes, employee responsibilities to employers and other employees, and the importance of education and training to earnings and success in employment.
- Make a study of the occupations and job opportunities in the community, surrounding area, and State.

The basic goals of the program will be to teach migrant adults basic education skills needed by them to function successfully in meeting adult responsibilities in daily living and to enable them to become more capable of benefiting from the vocational training following this phase of the program.

Homemaking Education is designed to increase knowledge of homemaking skills which contribute to better standards for migrants and their children. They do not understand or use proper living facilities such as bedding, bathing, toilet, garbage disposal and other sanitation facilities. Parents in such families lack knowledge of nutrition; child rearing; housekeeping standards; home and budget management; preparation of nutritious, economical and balanced meals; child guidance and protection; home care of the sick and provision of adequate clothing for the family.

The homemaking education program includes the following areas of instruction:

1. Improving housing conditions.
2. Increasing a knowledge of nutrition.
3. Preparation of nutritious economical and balanced meals.
4. Child protection, guidance and development.
5. Home and family sanitation.
6. Home care of the sick.
7. Providing adequate clothing for the family.
8. Home management including budgeting and spending the family income wisely and managing the time, leisure, recreation and family relationships for satisfactory home and community living.

The proposed length of the homemaking education program to be conducted is three months in duration.

Occupational Training is to prepare the adult farm migrants for jobs in service trades, business and industry, and to provide those who will continue in agriculture with needed new knowledge and skills as agriculture becomes more mechanized. Examples of these employment opportunities are appliance repairmen, building trades, food service workers, general mechanical repairmen, metal trades, and many others.

Particularly significant is the need for occupational training for migrant workers. Their low income, averaging less than $1,000 annually, results in migrant laborers occupying the lowest economic level of any major group in the American economy.

Migrant workers have low educational achievement, or none at all. Enrollment in basic education courses and satisfactory progress in them is desirable prior to entering occupational training programs.

Length of training programs will vary in accordance with the occupations for which migrants are being trained, and with their differing abilities and aptitudes. When no immediate employment opportunities are available, migrants will be trained for more than one occupation for which they have aptitudes to increase their employability and chances of becoming employed.

The length of occupational training programs to be conducted in locations at the home bases of migrants is six months in duration as a maximum or three months as a minimum.

In organizing training programs for migrant workers, advisory committess appointed by school officials will be formed and used to advise the schools as to the types of programs needed. Membership of these committees will be composed of migrants themselves, representatives of agricultural, business, industrial and other occupational groups, educators and other people who are acquainted with occupational opportunities, job knowledge and skill requirements, and training needs.

Program Development

The Adult Migrant Education project was approved October 5, 1965 by the United States Office of Economic Opportunity. The Texas Education Agency employed a program director soon after approval and held its first meeting to initiate the program with 25 superintendents on October 25, 1965, in Hidalgo County, the center of migrant concentration. The first day of class for the adult migrants was in San Benito Independent School District on November 15, 1965, with 150 attending. During the beginning week there were only two trainees absent and they were absent for one half day each. There are 24 schools participating in the Adult Migrant Education program with the smallest allocation of 60 trainees to a school and the largest allotment of 300 trainees.

The school districts offering the Adult Migrant Education program and the number of trainees allotted to each school including the number of trainees in each area of education and training are represented by the following breakdown:

Independent School District	Number of Trainees	Male	Female	Number of Trainees in Basic and Fundamental	Number of Trainees in Homemaking Education	Occupational Areas of Training and Number of Trainees in each Area												
						Appliance Repair	Auto Body and Fender Repair	Automobile Mechanics Helper	Building Maintenance	Building Trades	Farm Machinery Repairman	Food Service	General Mechanical Repair	Metal Trades	Nurserymen	Nurse Aides	Service Station Helper	Upholstery
Asherton	60	30	30	60	30					30								
Ben Bolt	60	30	30	60	30					30								
Cotulla	60	30	30	60	30			30										
Del Rio	90	45	45	90	30					30		30						
Eagle Pass	240	175	65	240	60	30		30	30	30	30	30						
Edcouch-Elsa	120	75	45	120	30					30		30	30					
Edgewood	240	180	60	240	60				60	30			30	60				
Hidalgo	60	30	30	60	30					30								
La Joya	60	30	30	60	30					30								
Laredo	300	240	60	300	60	60		60		30	30						60	
McAllen	150	105	45	150	30					30					30		30	30
Odem	90	45	45	90	30					30								30

Independent School District	Number of Trainees	Male	Female	Number of Trainees Basic and Fundament	Number of Trainees Homemaking Educatio	Number of Trainees in Each Area												
						Appliance Repair	Auto Body and Fender Repair	Automobile Mechanics Helper	Building Maintenance	Building Trades	Farm Machinery Repairman	Food Service	General Mechanical Repair	Metal Trades	Nurserymen	Nurse Aides	Service Station Helper	Upholstery
Pharr-San Juan-Alamo	150	90	60	150	30			30	30			30				30		
Rio Grande City	180	135	45	180	30		30	60		30		30						
Robstown	300	225	75	300	60	30			30	30		30	60				60	
Roma	60	30	30	60	30						30							
San Benito	150	90	60	150	60		30	30		30								
San Felipe	90	60	30	90	30				30								30	
San Marcos	60	30	30	60	30					30								
Santa Rosa	120	90	30	120	30		30		30		30							
South San Antonio	120	90	30	120	30					60				30				
Southside	90	45	45	90	30								30					30
Waelder	90	60	30	90	30					30			30					
Zapata	60	30	30	60	30					30								
Total	3000	1980	1020	3000	870	120	90	240	210	570	120	180	180	90	30	30	180	90

Problems encountered thus far

1. Personnel: Recruiting competent and qualified teachers for the Adult Migrant Education program.
2. Teaching Media: While there is an abundance of published teaching materials and audio-visual aids for utilization in teaching children, very little is available in the way of adequate materials geared to the teaching of adults in the basic and fundamental phase of the program.
3. The payment of stipends has been a bone of contention in school districts having conservative trustees.
4. Another problem of significant importance posed by the Adult Migrant Education program lies in eligibility requirements. Some non-migrants are in more desperate need than migrants. This will encourage the non-migrating farm workers to migrate so that they may become eligible to enroll in the program.
5. The allotted number of trainees in the program has fallen short of the number of eligibles available.

The program in progress

Based on observation of basic and fundamental education classes in progress and close contact with superintendents, teacher-directors and the trainees themselves, the following findings are characteristic of how the Adult Migrant Program is coming along to date:

1. Much enthusiasm prevails on the part of both the trainees as well as teaching and supervisory personnel.
2. Functionally illiterate adults are actually reading and writing.
3. Migrant parents show visible signs of a more positive attitude toward education processes.
4. Children of adult migrants have increased their percentage daily attendance in school.
5. Adult migrants express sincere gratitude for being offered an opportunity to better their way of life.
6. An adult citizenry has suddenly awakened to the realization that there does exist a need for educational continuity.
7. Teachers have expressed deep satisfaction experienced in their teaching situations involving adult migrants.
8. Many community members have as a result of adult migrant educational efforts, become directly involved in the task of helping others help themselves through adult education.
9. The Adult Migrant Education program is providing the environment that was needed at home. For the first time in their lives the parents are studying along with their children. The parents are encouraging the children to attend school and this increases attendance in the regular migrant school.

Homemaking Education

The aim of the adult migrant homemaking program is to improve the living conditions and attitudes of these economically, educationally and socially deprived families. Also, to improve their knowledge and skills in relation to food and nutrition, home management, home care of the sick and injured, home and family hygiene, leisure and recreation, money management, child care and guidance, adequate clothing for

the family, and community offerings.

In developing this curriculum we recognize the human interest and need in expanding these areas with all activities geared to help the adult migrant help himself as an individual, as a family member, as a worker, and as a citizen of his community.

The economically deprived families seldom have enough privacy. Due to the crowded living conditions, the children are exposed to mature thinking and attitudes and, therefore, burdened with family responsibilities, growing up fast and becoming adults at a very young age.

According to the National Health Survey, economically deprived families have the most health problems. Usually the old, the very young, and the young mothers have problems of malnutrition.

The homemaking teachers should accept these families as they are, and should understand their basic attitudes and cultural background in order to find what needs and interests need to be improved. Methods and techniques must be realistically adjusted in order for teaching to be most effective. For example, in teaching food and nutrition, one must begin with the foods that these families eat everyday. Their existing diet can be made nutritionally adequate by suggesting the addition of foods that are lacking in their basic diet. Beans, corn tortillas, tomatoes, and green peppers may be used as a base combination to which other foods may be added. Add one food at a time and encourage the use of milk, fruits, vegetables, cheese, and eggs.

Recommendations and suggestions are made according to their food income. Since these families are limited in the amount of money they can spend on food, teaching is focused on economical foods and food combinations.

The preparation of these foods is geared to the equipment found in their homes. Demonstrations are also presented on modern economical equipment so when these families are ready to add equipment to their kitchens, they will know how to use it and will want to have it; thus, raising their standards of living.

Emphasis is placed on the importance of preparing and serving breakfast in the family because when hunger prevails, children develop ailments, become nervous, and learning becomes difficult.

In preparation for teaching the homemaking education phase of the program, the following techniques are being used:

> Conferences have been scheduled with the homemaking teachers. A tentative curriculum is being developed according to the major needs and interests of the economically deprived in each community. This curriculum will be flexible so that it may be altered to be realistic in dealing with the individual interests and aptitudes after classes begin.
>
> Audio-visual aides and other instructional materials pertaining to the different areas of needs and interests of the individual have been compiled to give schools an initial start and are being made available to those schools participating in the homemaking program.

Occupational Training

Occupational training objective is to prepare the adult migrant to enter gainful wage-earning or income-producing employment upon completion of the occupational area in which they are enrolled.

Determination of areas of occupational training are based on employment opportunities in the community, surrounding area and the State. All areas of occupational training are approved by a local advisory committee appointed by the administrator of the offering agency.

Instruction will be based upon a job analysis of the occupations taught and the knowledge and skills required for performance of productive jobs or operations in accordance with accepted procedures and standards of the occupation. Instructional materials have been developed in the regular vocational education programs and in the Manpower Development and Training program. These instructional materials are available for use in the occupational training phase of the Adult Migrant Education program.

Summation

The value of an education has taken on a more significant meaning to the adults enrolled in the Adult Migrant Education program. Consequently, the environment at home is more conducive to education. This enthusiasm for an education has been passed on to the children by these parents.

In light of that which has been observed and commented upon by adult migrant trainees, administrators, and teacher-directors, it is without a doubt that the Adult Migrant Education program has experienced a favorable degree of success to date.

There are many benefits yet to come, however, it should be noted that the program has been in actual operation a very short period of time and thus a truly equitable evaluation of the program cannot be made at the time of this report.

Of no less importance is the fact that a concerted effort is being made by all concerned with the program to bring about its continued success.

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